

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
School Committee Meeting
Friday, January 27, 2017
2:00 PM***

AHS Educational Profile Questionnaire



Town of Arlington, Massachusetts

AHS Educational Profile Questionnaire

ATTACHMENTS:

Type	File Name	Description
▢ Reference Material	Arlington__Arlington_HS_Educational_Profile_Questionnaire-1.pdf	AHS Educational Profile Questionnaire
▢ Reference Material	APS_Sp_Ed_Programs.docx	APS Special Ed Programs
▢ Reference Material	Copy_of_Output_-_Arlington_MA_Fall_2016_enrollment_forecasts.pdf	Copy of Output Arlington Fall 2016 enrollment forecasts
▢ Reference Material	Special_Education_Services.docx	Special Education Services
▢ Reference Material	ARLINGTON_PUBLIC_SCHOOLS_Projected_8-30-2016-17.pdf	APS Projected 8302016

**Massachusetts School Building Authority
School District Educational Profile Questionnaire****Date** September 9, 2016**Name of School District** Arlington Public Schools**District Contact (Name, Title)** Kathleen Bodie Ed.D. Superintendent of Schools

As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information to further inform our understanding of the School District's facilities, teaching methodology, grade configurations and program offerings. If the below information is available in documents previously provided to the MSBA, please indicate in which document and on which page this information may be found.

SECTION ONE: Facilities

A. Please confirm the following MSBA 2010 Needs Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate:

District	School Name	Type	Year Founded	Last Reno.	GSF	Y/N
Arlington	Arlington HS	HS	1913		378,620	N
Arlington	John Q. A. Brackett Elementary	ES	1999		57,620	N
Arlington	Dallin Elementary	ES	2006		59,340	N
Arlington	Hardy Elementary	ES	2001		57,600	N
Arlington	John A. Bishop Elementary	ES	1950		54,000	N
Arlington	M Norcross Stratton	ES	1960		68,200	N
Arlington	Ottoson MS	MS	1921		173,500	N
Arlington	Peirce Elementary	ES	1924		48,500	N
Arlington	Thompson Elementary	ES	1955		68,200	N

Using the space below, provide additional information for any inaccurate or incomplete Needs Survey data.

Arlington	Arlington HS	HS	1913	1982	378,620	
Arlington	John Q. A. Brackett Elementary	ES	1931	1999	57,620	
Arlington	Dallin Elementary	ES	1956	2006	59,340	
Arlington	Hardy Elementary	ES	1925	2001	58,800	
Arlington	John A. Bishop Elementary	ES	1950	2000	54,000	
Arlington	M Norcross Stratton	ES	1960	Currently undergoing renovations	68,200	
Arlington	Ottoson MS	MS	1921	1998	227,000	
Arlington	Peirce Elementary	ES	1924	2003	48,500	
Arlington	Thompson Elementary	ES	1956	2013	57,000	

B. Using the chart below, list Charter Schools (Commonwealth, Innovative, or Horace Mann) and private schools located in the District.

Name of School	Type of School	Year Established	Grades Served	Current Enrollment
Dearborn Academy	Special Education	1940	1-12	148
Lesley Ellis	Independent	2001	NS-8	182
New Covenant	Christian	1985	NS-6	132
St. Agnes	Roman Catholic	1888	PreK-8	323
Arlington Catholic High School	Roman Catholic	1960	9-12	650
Youth Villages-Germaine Lawrence Campus	All Girls-Neglected/Delinquent	1928	6-12	73

SECTION TWO: Current Program, Grade Configuration, Teaching Methodology

A. **For elementary and middle schools only** In the chart below, provide information about the current grade configuration for each public school facility adding or editing cells and rows as appropriate. Check the boxes provided to indicate program offerings at each facility. Next to the check, please indicate the number of hours and days the program is offered.

Name of School, Grades Served	Science Classes	Art (Performi ng and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care APS or Vendor Fee based	Lunch Seatings
John Q. A. Brackett Elementary, K – 5 th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40 min/1x wk	✓ 40min/1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	3
Dallin Elementary, K – 5 th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40 min/1x wk	✓ 40min/1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	4
Hardy Elementary, K – 5 th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40min/ 1x wk	✓ 40min/1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	6
John A. Bishop Elementary, K – 5 th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40min/ 1x wk	✓ 40min/1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	3
M Norcross Stratton, K – 5 th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40min/ 1x wk	✓ 40min/1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	3
Ottoson MS, 6 th – 8 th	✓ 45min/ 5x wk	✓ By quarter/ 45 min/5x wk	✓ By quarter/ 45 min/5x wk	✓ 45 min/2x wk	NA	3.5 h/5x wk	3
Peirce Elementary, K – 5 th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40min 1x wk	✓ 40min/ 1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	3
Thompson Elementary, K – 5 th	✓ 2h/wk	✓ 45 min/1x wk	✓ 40min/ 1x wk	✓ 40min /1x wk	✓ 40min/ 1xwk	3.5 h/5x wk	6

For high schools only Attach to this questionnaire current program/scheduling information (core, non-core, enrichment and vocational).

Program of Studies

<https://sites.google.com/a/arlington.k12.ma.us/ahs-course-selection-procedures/program-of-studies>

Master Schedule

<https://drive.google.com/a/arlington.k12.ma.us/file/d/0B2S-SXjZ229NM01acFNDWngwU0E/view>

Bell Schedule

<https://docs.google.com/document/d/1a5W-SsY0QcccCzqE2CE95Rf3VyareFowXPBVxgBBzF8/edit?usp=sharing>

B. Does the District belong to a Collaborative? Yes ☒ No ☐

Does the District host a Collaborative? Yes ☒ No ☐

If yes, please provide the name of the Collaborative

LABBB

Does the District provide Pre-Kindergarten? Yes ☒ No ☐

Is Kindergarten fee based? Yes ☐ No ☒

If yes, please provide the fee structure _____

Does the District provide transportation? Yes ☒ No ☐

If yes, please provide the name of the provider(s) (District or vendor) _See below

Special Education

District and Vendors through LABBB/EDCO Collaborative Transportation Program.

Bishop Elementary School Bus

Fee based, District provided bus.

Sixth Grade Bus

Free to those students who qualify; District provided bus.

- C. Using the space below, provide information about the Priority Statement of Interest School's teaching methodology (i.e. self-contained classroom, team teaching, departmental, or cluster). Include class-size policy and if applicable, scheduling particulars.

Due to Arlington's growing enrollment, a new six classroom addition is planned for the Thompson Elementary School to open in September 2017. The Gibbs School, which had been used for community programs and a private school for twenty-six years, will be renovated for opening in September 2018. The Gibbs School will house the sixth grade. The middle school was designed for 1,050 students (current enrollment is 1,215). Enrollment for the middle school is expected to grow to approximately 1,500 by 2024. When Gibbs School is open, the current middle school will house only the seventh and eighth grades. Staffing in all Arlington Public Schools will need to increase as enrollment grows.

The District instituted buffer zones in 2012 as a redistricting tool to address uneven enrollment growth among the elementary schools in order to minimize the number of very large class sizes. Students residing in a buffer zone upon entrance to school may be assigned to one of two schools based on class sizes. The School Committee is considering the possibility of expanding the buffer zones.

Changes to teaching methodology and programs are addressed in sections 3A and 4.

- D. In the chart below, use "Y" or "N" to indicate if the listed technology offerings are available adding cells and rows as appropriate:

School	Desktop Computers	Laptop Computers	Tablets	Smart Board/ Smart Projectors	Printers	Wi-Fi WAN/LAN
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Arlington HS	Y	Y	Y	Y	Y	Y
John Q. A. Brackett Elementary	Y	Y	Y	Y	Y	Y
Dallin Elementary	Y	Y	Y	Y	Y	Y
Hardy Elementary	Y	Y	Y	Y	Y	Y
John A. Bishop Elementary	Y	Y	Y	Y	Y	Y
M Norcross Stratton	Y	Y	Y	Y	Y	Y
Ottoson MS	Y	Y	Y	Y	Y	Y
Peirce Elementary	Y	Y	Y	Y	Y	Y
Thompson Elementary	Y	Y	Y	Y	Y	Y

Using the space below, provide additional information for any of the aforementioned offerings marked with a “Y”.

The District has made a major investment in technology infrastructure installing ubiquitous wireless with significant bandwidth throughout the district over the last three years. Teachers, staff and administrators use laptops, iPads, Apple-TV, projectors, and document cameras to deliver 21st century instruction to students. Over 50 teachers have taken a graduate level course offered in Utilizing Technology to Transform Education.

The students of the Thompson Elementary school use technology every day as part of the one-to-one program at that school. In the other six elementary schools K – 3 teachers share one iPad cart for every two classrooms and grade 4 and 5 teachers share one iPad cart and one Chromebook cart for every two teachers.

At the middle school level the 6th grade students utilize one to one iPads. At the seventh and eighth grade level each four teacher cluster shares two Chromebook carts and each grade also has a shared iPad cart. During the 2016 – 2017 students had the option to Bring Your Own Device (BYOD) to school everyday and access the school network.

At the high school level iPads, Chromebooks, and laptops are used across the school, along with students accessing the school network utilizing a BYOD (Bring Your Own Device) option. A full complement of computer science classes are offered at the high school, along with an Intro to Programming class at the middle school level.

<p>SECTION THREE: Proposed Program, Grade Configuration, Teaching Methodology for the Priority Statement of Interest School</p>
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D. Using the chart below indicate proposed changes to the information as provided in Section Two adding or editing cells and rows as appropriate.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Arlington HS, 9 th – 12 th	See	See below	See	See below	See	N/A	3

	below		Below		below		
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Science

An effective science program which prepares students with 21st century skills for a rapidly changing, globally connected, competitive world is dependent on exposing students to science as scientists experience it. New standards demand proficiency in not only the disciplinary core ideas of science, but also in the practices which underlie the applications of those ideas.

Our efforts to develop a program which prepares students for college and career readiness and exposure to the habits of inquiry that allow them to apply their theoretical knowledge of scientific and engineering principles to authentic situations focuses on hands-on, experiential and collaborative problem solving.

We have made progress, but our progress has been limited by facilities that do not measure up to the task. We look forward to continued progress based on the tenets that were mentioned above. Our program should include the following considerations:

- Developing core knowledge in the foundational disciplines of physics, chemistry, and biology- with a broad selection of capstone courses which integrate knowledge and apply principles to relevant applications in numerous fields (art, music, media etc.).
- Hands –on learning which is frequent and integrated with textual knowledge that builds intuition about how the process of science works.
- Project work that exposes students to deeper and longer term applications of their initial exposure to the concepts and practices of science and relates that exploration to authentic local problems.
- Build confident students who have knowledge and articulation skills that they can use to present opinions and arguments about scientifically based solutions to problems effectively.
- Adequate and safe space and practices that protect students from potential hazards of equipment and supplies. (Numerous studies refer to 60 sq. ft./student and a cap of 24 students /lab class as the upper limit of safe lab environments).
- Facilities which are flexible and allow various student groupings so as to allow lectures by faculty, visiting speakers and students as well as allow regular laboratory experiences and project work.
 - perimeter appliances (sinks, electrical, hanging areas for charts/skeletons, specimens, microscopes
 - natural window light/bay windows/growing areas for plant growth and monitoring, environmental studies, etc.
- Flexible seating that allows various arrangements of collaborative groups in order to promote a students centered classroom where students are developing thinking along with their peers.
- Probe-ware which allows fast collection analysis and presentation of scientific data
- Adjacent project rooms for working on and storing longer term projects and encourages interfacing with maker-spaces and related activities (robotics, science symposium, etc.).
- Adjacent and shared teacher prep rooms which allow teachers view of classrooms, areas to share best practices and safely and efficiently store, retrieve and share equipment.
- Secure and safe chemical storage rooms adjacent to the teacher prep rooms.
- Classroom safety equipment devices such as showers, eye washes, extinguishers, etc.

Current science room availability:

13 teaching classrooms which vary from approximately 800 sq. ft. to 1200 sq. ft., some of which are not science classrooms (no sinks, no storage, few safety devices, etc.)

- 8 storage/prep rooms
- 1 resource rooms
- 1 chemical storage room

Current curricular offerings:

- 3 Core disciplinary courses (various levels) Physical Science, Biology, Chemistry
- 5 AP courses (chemistry, physics1 & 2, biology, environmental)
- 6 Elective capstone courses (anatomy/physiology, archaeology, astronomy, engineering design, environmental studies, oceanography)

Student population growth has far exceeded our ability to adjust room availability and as such many classes have grown to be above the suggested safe upper limit of 24. We have a number of sections up to 30 students and the growth projections continue to show continual increases.

Projected space needs

The proposal below is based on anticipated student enrollment growth in the high school in general and also on anticipated student enrollment growth in existing and new visual art courses including ceramics and digital media. The facilities listed below would be as adjacent to each other as possible.

- Five general art rooms including one dedicated to ceramics and other sculpture media and that has a separate kiln space
- One digital media studio for instruction in digital photography, graphic design, video, and animation
- One gallery space dedicated to the display of 2D and 3D student and teachers' artwork as well as local artists' work. Teachers in all departments will use this space for the sharing of student outcomes across all departments.
- An additional large storage space for the storage of student works in progress, still life objects and equipment.
- All of the existing storage space, office space, and display cases listed above
- A nearby office space for the K-12 Director of Visual Art

The art teachers at AHS would also plan to work collaboratively with other departments in a new "maker space" that would be located somewhere else in the building.

Performing Arts and Music

The Performing Arts department is working to create an integrated program, including music, drama, and technology. To do this, foremost the Performing Arts program needs to be consolidated so that the facilities are adjacent to and support each other.

- Band room large enough to accommodate 165 student symphony orchestra
- Small ensemble room
- Secure instrument storage
- Chorus room

- 8 sound-proof practice rooms
- Digital music lab
- Instrumental music office
- Choral music office
- Drama office
- Department office
- Auditorium wings
- Backstage staging and dressing areas
- Auditorium flyspace
- Accessible set and costume storage
- Sound and lighting upgrades and flexibility
- Easy auditorium access to Makerspace (including a scene shop)
- Little theater with lighting, sound, storage and access to main auditorium

Physical Education Department

Arlington High School's goal and vision for Physical Education will directly impact the space we need in the future. Students will demonstrate integrity, persistence, ability to work independently and cooperatively. We expect to do this through:

- Developing the tools and strategies needed to resolve disagreements and conflicts.
- Make informed responsible judgments regarding their personal, emotional and physical well-being.
- Learning by application.

In an effort to do this, students will need at least two gymnasiums, one that is larger and can be separated in two by a removable wall or curtain, one that will support PE classes as well as climbing elements, a fitness room and two health classrooms (including one that can be used for classroom activities, yoga, dance, etc.).

We plan to expand our yoga and dance opportunities and will need adequate space. Our other classroom will be structured to enhance learning and student collaboration. This classroom will need adequate technology, furniture, space and storage to achieve this goal.

Our gymnasiums will need appropriate space to accommodate the increasing numbers of students, as well as the equipment and storage space needed. Our fitness room is important to our wellness classes, the after school program and our Athletic teams. Proper equipment, training and storage are key to this program.

AHS Media Center

The AHS Media Center is a full - service learning, research, and project space. We embrace the "learning commons" model of flexibility, collaboration, accessibility, inclusivity, and participatory learning. The Media Center is a technology-rich center for inquiry, literacy, digital citizenship, and project-based learning, where students create, perform, and share. Centrally located near the main entrance, the Media Center is both a figurative and literal hub of learning and literacy at AHS. To meet diverse and evolving needs the new facility should offer:

- Large meeting/presentation space with projection and sound (current space seats 80 to 100)

- Two to three classroom/breakout areas and two to three smaller study/meeting rooms, balancing needs for class and independent study and reducing noise in instructional spaces
- Low mobile shelving for good sight lines and flexible reconfiguration of space
- Varied seating including comfortable/café style seating and quiet study areas for the many students who rely on the Media Center as a “third place”
- Student/teacher workroom with digital fabrication tools (i.e., makerspace)
- Teacher production area and lounge/break room offering instructional resources and promoting collegiality and a sense of community across the building
- Secure storage for digital technology, library workroom for repair/processing of books and other materials, and librarian’s office

The Media Center should be adjacent/contiguous to a comprehensive suite of student support services such as study hall, learning center, transitional program, special education, and technology staff, and the facility should be updated to improve overall security and climate control.

E. Is the District considering joining a Collaborative? Yes ☐ No ☒

If yes, please provide the name of the Collaborative _____

Is the District considering hosting a Collaborative? Yes ☒ No ☐

Hosting LABBB

Is the District considering offering Pre-Kindergarten? Yes ☒ No ☐

In existence

Is the District considering a Kindergarten fee? Yes ☐ No ☒

If yes, please provide the proposed fee structure _____

Is the District considering providing transportation? Yes ☐ No ☒

If yes, please provide the name of the proposed provider _____

C. In the space below expand upon proposed changes to current grade configurations, districting, teaching methodology, programs, transportation, fees and technology. Indicate if any school facilities would be vacated, down-sized or re-organized. Indicate if changes to current staffing would result (increase/decrease).

Arlington High School is organized into traditional departments. Students progress through a rigorous, standards-based curriculum. Core classes use common assessments to ensure rigor and mastery. Students choose their own level of challenge in courses at the college preparatory (curriculum A), honors, and college (e.g., AP, dual enrollment, and Coursera) level. Students approved for modified standards may enroll in targeted classes. Core content areas employ a number of different instructional organizations, depending on student need and the curriculum. Core departments currently employ extended time classes, co-teaching with special education, and small cohort classes to teach both curriculum A and B standards. While we have no class size policy, we limit classes to under 30. Honors and AP classes tend to be larger than 25, while curriculum A classes are smaller than 25. Due to staffing constraints, we limit curriculum A, H, and AP classes to over 15. In 2015-16, the school adopted a five-day,

seven period schedule. The schedule is designed to accommodate internships and other community partnerships. The schedule also includes two “X-blocks” and a daily homeroom. These times provide daily and weekly meeting times for a schoolwide advisory program, as well as time for students, teachers, and clubs to meet. Teacher classrooms are used as home bases for these advisory groups as well as for academic classes.

D. Using the space below, indicate any proposed changes to current technology offerings (e.g. “One to One” technology, Wi-Fi hotspots, laptop carts, etc.).

It is the district goal to increase the number of devices at the high school level at the completion of the renovation to a level that there will be a minimum of one device for every two students. This increase, along with rise in BYOD (Bring Your Own Device) participant devices, will bring the level of devices in the high school close to, if not at, the one to one level. In addition, the computer science program will be expanded to include additional course offerings in order to more fully develop the pre-engineering and pre-computer science program to the level that would increase the ability of high school students to access internships at the many high tech corporations in the Arlington and Cambridge areas. In order to support the additional demand for wireless, the network topography will be modified in order to bring it to an "enterprise" level. The CADD, maker-space, graphic arts, video design, production, and editing, and the digital music programs will be integrated to expand the number of students that find entry points into the high school technology programs.

SECTION FOUR: Space - District’s Priority Statement of Interest

HIGH SCHOOL

A. Complete current information in the table provided below adding or editing cells and rows as appropriate:

<u>ROOM TYPE</u>	No. of Rooms	Comments
<u>CORE ACADEMIC SPACES</u>		
Math	17	13 Classrooms 1 Digital Media/CADD Lab 1 STEM Computer Science Lab 1 Office 1 Workroom
Science	15	12 Lab/classrooms 1 Small classroom 1 Office 1 Workroom The labs have been put on

<u>ROOM TYPE</u>	No. of Rooms	Comments
		warning by NEASC. All but one are below recommended square footage and are ill equipped. A storage closet has been repurposed as a small classroom.
Science Labs	12	12 lab/classrooms See above
Social Studies	13	12 classrooms 1 Office
English	14	12 classrooms 1 Office 1 Workrooms
Foreign Language	14	10 Classrooms 1 Language lab 1 Office 1 Bookroom/closet 1 Copier room (small)
<u>SPECIAL EDUCATION</u>	22	7 classrooms (including 3 for sub-separate programs) 6 offices 1 small support room Off-site evaluation program with 4 classrooms and 4 offices Program uses regular classrooms for many classes
<u>GENERAL EDUCATION SUPPORT</u>	8	Harbor Program for chronic medical and mental health support – 1 small class Shortstop Program transition for student returning from absences – 1 large office Workplace Alternative Program – 2 classrooms, 2 offices Learning Center academic support – 1 classroom

<u>ROOM TYPE</u>	No. of Rooms	Comments
		Old Hall – Study Hall for teacher absences – 1 large space with stage
<u>ART & MUSIC</u>	30	Visual Arts: 4 - Art rooms 1- Digital Media/CADD Lab (see above) 1- Office 4 - Storage spaces 1 –Gallery 1 – Kiln room Performing Arts: 1- Little Theater 1- Chorus Room 4- practice rooms 1- Chorus office 1- Band Room 4 - Storage Rooms 1- Band Office 1- Music Tech Lab 1- Recording Studio 1- Department Office 1 - Auditorium
<u>HEALTH & PHYSICAL EDUCATION</u>	14	1 – Wrestling room 2 – locker rooms 1 – Fitness room 1 – Health Classroom 4 – Storage 4 – Offices 1 – Gender neutral locker room 1 – Outdoor high ropes course
Gymnasium	2	
<u>ATHLETICS</u>	12	2 – Locker rooms 3 – Offices (AD, Secretary, coaches) 1 – Trainer 1 – Laundry 5 – Storage 1 – Fitness room (see above)
<u>FAMILY AND CONSUMER SCIENCE</u>		2 – Kitchen classrooms 1 – Classroom – interior

<u>ROOM TYPE</u>	No. of Rooms	Comments
		& fashion design Laundry 6 - Storage Students intern in the daycare and preschool
<u>MAKER SPACE</u>	7	1- Woodshop 1 – Engineering room (e.g., CNC laser cutter) 1 – Scene/Assembly shop 1 – Paint room 1 - Storage 1 – Environmental engineering garden courtyard 1 – Enviro store room In addition to woodworking classes Makerspace is available for interdisciplinary projects throughout the day.
<u>MEDIA CENTER</u>	10	1 – Teacher workroom 1 – Teacher lounge 1 – Quiet study 2 – Computer classrooms 3 – Storage 1 – Library workroom 1 - Office
<u>DINING & FOOD SERVICE</u>	11	1 - Cafeteria 1 - Cafeteria Courtyard 1 - Open Serving Area 1 - Kitchen 1 - Food prep 3 – Offices 1 – Freezer 1 – Dry Storage 1 – Locker room
<u>MEDICAL SUITE</u>		
Nurses' Office	4	2 – Offices 2 – Exam rooms
<u>ADMINISTRATION & GUIDANCE</u>	33	3 – House Offices (3 rooms each = 9)

<u>ROOM TYPE</u>	No. of Rooms	Comments
		1- Dean's Office 1- Secretary 1- Workroom Main Office (8 rooms) 1 - Principal's Office 1 - Secretary 1 - Reception/Mail 2 – Storage 1 – Secure storage 1 - Workroom 1 – Principal's Conference Guidance Department (11) 1 – Secretary reception 5 – Guidance Offices 1 – Intern Office 1 – Advisory Office 1 – Guidance Conference 1 – Records Storage 1 – Resource Center 1 – SRO Office 1 – Court Liaison Office 1 – METCO Office 1 – In-school suspension 2 – Social Work

NOTE: Because AHS has been renovated and repurposed over the years, the size, design, and locations of rooms are often substandard. We find ourselves with a shortage of usable space and large amounts of wasted space. Only one of our science labs meets the size requirements recommended by MSBA. This creates scheduling, instructional, and safety problems. Only 23% of our classroom meet the size requirements recommended by MSBA. Many storage closets have been repurposed as offices. Walls across alcoves have created small windowless spaces. Large offices or storage rooms have been repurposed as small classrooms. Walls have been moved to divide larger classrooms, resulting in 23 classrooms with obstructed views. Heating and cooling

issues make rooms unbearable for large parts of the year. The aging wiring leads to issues around electronics, making it cost prohibitive to mount projectors. Furnishings are a mixed bag of old one-armed desks and tables, mostly mismatched and gathered from discards. Many blinds and some windows are broken, fixed in either or open or closed position.

Many other functions are housed within the high school. These include:

Central Registrar

Transportation Coordinator

Community Education/District K-12 Enrichment Programs

Information Technology

LABBB Collaborative

Daycare

Preschool

Town Facilities

Comptroller/Town offices

Superintendent's Offices

Custodial offices

School Resource Officer

Math

The enrollment of students in math is increasing; all students must take three years, but overall enrollment reflects that many students take more than one math course in a given year. Mathematics classrooms need to be configured for maximum flexibility to allow and encourage discussion, collaboration, and interaction among students. Access to technology, and other disciplines that are part of the STEM initiative, is vital to our vision of math as a subject that provides the language needed for problem solving and creativity

The current rooms, while adequate in size, lack many of the features that we need to move forward with our goals. The construction has made it cost prohibitive to install ceiling or wall mounted projectors. This leads to poor arrangement of classes and potential hazards with so many wires running across the classrooms. To compound the issue, poorly placed built-in furniture creates a lack of board space options, a lack of space for collaborative groups, and a general shrinking of space that could be more effectively used. In short, the rooms are framed to move into a collaborative and technologically supported environment.

Science

Science classes are based on hands-on, project based, experiential activities. Students need to be able to communicate in a variety of ways--interpersonally, on line, with reference materials and in small groups. For that reason, science classrooms need to support instruction through access to media, technology, white boards, as well as other technology-based disciplines to facilitate the demands of the new standards

Current classrooms are generally below the recommended 60 square feet per student. Our 13 teaching classrooms vary from approximately 800 sq. ft. to 1200 sq. ft. Some of the rooms are not actually science classrooms, lacking sinks, storage and having few safety devices. We currently have only eight storage/prep rooms, one resource room and one chemical storage room. In addition, student population growth has far exceeded our ability to adjust room availability and many classes have grown to be above the suggested safe upper limit of 24. We have a

number of sections up to 30 students and the growth projections continue to show continual increases.

Class size overload is also affected by the fact that numerous students enroll in a fifth science course during their four years at AHS. While three courses are required, most students take four, and 28% of seniors have chosen to take a 5th course by graduation. Robust growth is also demonstrated by the Advanced Placement program growth. In 2015/16, AP science enrollment was 136, and one year later is 207. Effective classrooms should support students in their quest to challenge themselves to their full potential.

Social Studies

Currently the history and social studies department at Arlington High School has defined its mission and key values as:

1. Valuing authentic, real world experiences where students can 'do history
2. Emphasizing historical thinking skills and mindsets
3. Promoting civil discourse and collaboration among students
4. Allowing students to demonstrate, synthesize, and apply their knowledge of history in line with 21st century media skills

Our current space does not allow us to meet the above goals. Meeting the needs of a diverse group of students today, requires flexible spaces where small groups of students can work with teachers or special education aides, but still be part of the classroom. Currently, we are sending students into the hallway or use unoccupied faculty rooms or conference rooms. This space does not promote planned and unplanned collaboration between teachers and students. We currently do not have any space conducive to bringing in historical scholars or eyewitnesses from history, or being able to video-conference with historians or classes around the world. Additionally, there is no space for multiple classes to collaborate on larger projects or presentations, or to have a place for students to create projects like green-screen videos and documentaries, which help them demonstrate their knowledge in a form that best suits them.

ELA

All students must take four years of English; a growing list of electives offers opportunities for students to take more than one English class during the junior and senior years, resulting in growth of class size. Discourse is the main teaching methodology; this takes a number of forms: discussion, small group work, online work, Google classroom, shared reference work, teacher lecture and feedback. Students generally spend some of their time in class reading or writing; flexibility in the seating configuration and space is vital to the varied approaches that define the discourse that is occurring

World Language

Students are immersed in the language when they enter language classrooms, so establishing spaces that are dedicated to the study of one language is essential, places that allow for the display of cultural materials and for keeping relevant realia and other resources specific to that language at hand. Teachers need flexible classroom spaces that support many modes of communication. Students work in groups and individually; they use media and technology; they use language orally and need areas where they can role play and demonstrate their knowledge of language for others to see.

Special Education and General Education Support

Because of the condition of the school, Special Education classrooms and offices have been carved from the various small office and classroom spaces created as the building was subdivided. These are scattered throughout the building, making it difficult for special education teachers to coordinate. It creates large travel distances for students who struggle with anxiety, executive function, organization, or self-regulation. In addition, these spaces send a message that special education services are peripheral or less important than regular classes.

Special education lacks a good meeting space for required team meetings. The sub-separate programs are poorly located. One is in the back of the library, creating a distracting environment for students. The other is located in two classrooms in our “links” where they become extremely cold during the winter. The Student Support Center has been cut out of a large office space which can become quite crowded when a large number of students seek support.

General education support suffers from the same problems of location and quality of spaces. We have moved the Short Stop, Harbor, and Student Support Center near the Student Learning Center just off of the library. The goal is to have them share resources and support students as a team. However, the spaces for Short Stop and Harbor are small. Short Stop is located in a large repurposed office/storage space with poor ventilation. In-school suspension has often been moved into small peripheral spaces. Currently it is in the old school store, just off the cafeteria. Old Hall, the large study hall used when teachers are absent, has been recently upgraded so that it does not echo and more comfortable tables and chairs have been added. Nonetheless, this space is substandard and students need computers, heavy duty furniture, and a quieter environment for an effective study hall.

Our special education program expects to change in response to an expanding population and the opportunities created by new space. Ideally, we would like Special Education and General Education Support Services to be centrally located in close proximity to each other and the Learning Commons (Library/Media Center). This reflects a desire to encourage a team approach to student support and to put specialized instruction at the heart of the school.

We are forecasting the following needs:

- Five large classrooms with two offices on each - Summit (x2 programs), Reach, Cognitively Impaired and medically fragile.
- Adaptive PE gym - Handicap accessible.
- Post-secondary/Transition Program -two large rooms with an office to expand special education transition programming for students. This supports 18-22-year-old programming.
- Separate, in building, space for alternative educational programming. Three classrooms, bathrooms, teacher offices.
- AHS Special Education Department Office/Conference room

Art

In the art department, room sizes are inadequate for enrollment. However, the current rooms lack sufficient natural light. There are no spaces for digital art, video, or photography, while student interest in these areas is strong. Storage space is lacking for all media. In addition, classrooms are constantly utilized so there is no ability for teachers to set up for their next class.

Existing visual art facilities as of September 2016

- Four art rooms
- One kiln room
- One small office space
- Three small supply closets
- One medium supply closet
- Four built-in glass display cases

Music

There are an inadequate number of practice rooms, and currently these rooms lack both ventilation and sound-proofing. There are no spaces for small ensembles to meet. In addition, there is no sound proofing in the current band/orchestra/choral rooms. The department is further hampered by limited instrument storage space as well.

Performing Arts

The current theatre space has no fly space, no stage wings, and no access to set shop. The theatre space also lacks handicap access to stage. The entire space suffers from inadequate lighting equipment, no ventilation, and is lacking a sound system.

Physical Education

The physical education program has many space requirements. It includes technology equipped classrooms where students can learn about health; gymnasiums where students can interact in large and small spaces physically; a fitness room designed to help students develop their bodies; and a locker room. These physical spaces frame the methodology of the department; we use a variety of approaches to help students understand and develop their awareness of the physical aspects of their lives in order to build a healthy foundation for their futures as well as an understanding of how to work with others in healthy ways.

Athletics

In addition to our Physical Education and Health program, our gym facilities host and include our athletics program. As with other areas of the school, these facilities are in poor repair and poorly located relative to each other. Our athletics locker rooms are difficult to secure and have poor sightlines, creating safety issues. In addition to being in extremely poor repair, they are uncomfortable for showering and dressing. All of the facilities are difficult to secure and supervise. Once one has access to the gym or locker rooms, the entire building is open, creating problems during events. The main gym is short and cannot seat the student body. During games it is difficult to pass across the gym. The locker room shares a bathroom with daycare, creating access problems for the daycare and theft problems in the locker rooms.

In the future, we would like to create a more consolidated athletics and PE area, in order to create a sense of spirit and ownership as well as better supervision. We envision:

- Athletics entrance with secure access to the building, streamline main entryways, secure from the rest of the building
- Two locker rooms total for both PE and Athletics with separate "breakout" areas and coach/staff office in it (reduce the number of kids going in and out of both and make for easier supervision)

- Nets for storage in the gyms (holding up mats etc. in the ceilings)
- Drop down vinyl cloth dividers in the gym to create division of teaching spaces (5-6 spaces can be created)
- Seasonal storage closets in the gyms for athletics (a few small ones to keep each teams stuff separate and better protected/secured)
- Tech security/set up in the gym
- Officials room/guest changing room/transgender locker room (could all serve the same purpose) that is not adjacent to locker room
- Wiring for electronic drop down of basketball hoops away from main entrance
- Indoor track above, field house set up
- Space for portable bleachers for bigger events, tournament games
- Drop down screen in the gym for all school presentations (pep rally, athletics night etc.)
- Multipurpose room with mirrors (dance/wrestling/cheer/yoga etc.)
- Teaching space for coaches (room with tables/projector, or lecture hall style)
- Coaches space/storage under bleachers
- Storage area/rooms accessible from outside of building
- Access to exterior bathrooms for outdoor events
- Locate trainer room closer to the gyms/fields
- Fitness room

FACS

The Family and Consumer Science program provides hands on opportunities for students to focus on three vocational related subjects: early childhood, interior and fashion design, and culinary arts. Each strand requires specific spaces in order to help students develop expertise. Teachers use a combination of traditional teaching techniques, technology-based immersion, and hands-on experience in order to prepare students to enter the workplace with the necessary skills.

The current FACS program suffers from many of the problems of poor upkeep, layout, and location present in many of our departments. The two food labs are divided by the entire length of the LABBB program. Culinary classes are heavily enrolled and the food labs kitchen have work stations that are too few, too small, and outdated. The old laminate counter tops are hard to clean. The appliances are not professional quality and are outdated. There are obstructed views in both labs. The general purpose classroom used for Interior and Fashion Design is small and is shared with the Early Childhood classes, so equipment cannot be left set up. These classes are far from the Daycare and Preschool programs.

Makerspace

AHS has been actively developing a maker program, drawing on the makerspace (woodshop, engineering room, scene/assembly room) as well as the CADD lab, digital media lab, STEM computing lab, music tech lab, and environmental garden, to create a wide range of hands-on innovative projects. A STEAM/Innovation Certificate is planned for launch in 2017. In order to create a rich maker program, we would like to consolidate the various maker spaces “on the corner of arts and engineering,” easily reached from math and science. The goal is to create a full service Fabrication Lab. Recognizing that all departments benefit from hands - on projects, we would like to include digital fabrication tools in the media center as well, creating a space for 3D printing, laser cutters, and vinyl cutter that teachers may use in less industrial projects.

Library Media Center

The AHS Media Center is a full-service learning, research, and project space. We embrace the “learning commons” model of flexibility, collaboration, accessibility, inclusivity, and participatory learning. The Media Center is a center for inquiry, literacy, digital citizenship, and project-based learning, where students create, perform, and share. Our mission is to ensure that students and staff are effective users of ideas and information and that students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. Centrally located near the main entrance, the Media Center is both a figurative and literal hub of learning and literacy at AHS.

Food Service

Our food service program should create a safe, healthy, nurturing setting for students to eat and socialize. In addition, the cafeteria and food service spaces provide potential educational options, allowing students to learn about culinary arts and nutrition. We imagine a program with a larger, secure, cafeteria area, able to accommodate as many as 650 students at one seating. Removal of obstructed sightlines and creation of varied seating areas will help to supervise the students while giving them a variety of areas to congregate. We would like to maintain the outdoor courtyard seating option to bring in light and fresh air. The access points to the cafeteria need to be more easily controlled so that students can be supervised entering and leaving. We would like opportunities for a school store as well as food service options for our culinary students (such as a student cafe). The serving area should also be opened to the cafeteria to increase student participation and encourage healthy choices. There should be access from food service to the loading dock

Guidance and Social-Emotional Support

The guidance counselors would like students to be happy, healthy, and well-adjusted individuals with balanced course schedules. Guidance counselors focus on teaching, connecting, and caring while providing a supportive environment in which all students can learn and grow. By meeting with all students (approximately 250-270 students per counselor) the guidance staff members help students to acquire the academic skills, self-knowledge, values, and intellectual curiosity that lead to lifelong learning as each child progresses through the 21st century. Counselors form an active partnership with students and parents in individual and group teaching sessions. These sessions require a large amount of space and technology in order to research learning styles, multiple intelligences, interests and careers, colleges, and the college application process through the use of Naviance. Technology in the form of computer labs, chromebooks and pc's is provided. The rooms that are used provide for flexible seating and a movement from computer tasks to discussion. Some very interesting dialogue often develops among all parties producing an overall enlightening learning experience in the guidance venue.

Personal counseling in the form of social emotional support is involved each time counselors meet with students, based on the counselor's assessment of student needs. When in need of additional support, our Student Support Team and school social workers assist, not only by sharing advice and providing therapy sessions, but in yearly Health and Safety Day Presentations on such topics as suicide prevention, substance use, bullying, and other prevalent concerns which are presented to both parents and students. The department holds tight to the goal that no child will be left behind.

B. If not offered within the District's Priority Statement of Interest school, indicate in the space provided below where the District's collaborative, special education, art, music, health/physical education, media center, dining/food service and technology spaces are offered.

- Math
- Science
- Science Labs
- Social Studies
- English
- Foreign Language
- Special Education
- General Education Support
- Art & Music
- Health Physical Education
- Athletics
- Family & Consumer Science
- Maker Space
- Media Center
- Dining & Food Service
- Medical Suite
- Administration & Guidance

(As noted above)

The Mill Brook Assessment and Transition Program is an initiative designed to provide services for students entering the district from a group home placement and/or any Arlington High School student who require increased clarity on the obstacles in accessing curriculum successfully. This is a referral based program which includes a comprehensive intake which identifies the referral questions and questions to be answered.

The Mill Brook Assessment and Transition Program provides assessment, data collecting, observations, recommends accommodations / modifications, provides extended evaluations and/or assists with a student reentering in the larger AHS community.

This program is team based and supported by administration, general education teachers, special education teachers, social worker, and a program manager.

For example students may be:

- Placed at group homes as a temporary residential placement
- Presently residing at a group home and are ready to transition to Arlington High School
- Not successful in a general educational environment at Arlington High School
- Returning to Arlington High School from other outside placements
- Transitioning to outside therapeutic placement (FAPE to the LRE)

Currently there is no adequate or appropriate space for this program within the high school and it has been housed off-site. The housing of this program off-site does not allow for smooth re-integration for students into the regular classroom setting in increasing time increments. Off-site housing also does not allow Millbrook students easy access to meet with the full range of specialists that are available at the high school.

SECTION FIVE: Safety and Security Statement

Has the District formulated a school specific Multi-Hazard Evacuation Plan (Section 363 of the FY 02 State Budget) for each school under the superintendent's supervision?

Yes ☒ No ☐

What was the date of the last review with local public safety and law enforcement officials?

Date: __June 2016_____

SECTION SIX: Attachments

Please attach to this completed questionnaire any Executive Reports or Conclusions of reports or studies that relate to accreditation, an assessment of facility conditions and/or findings as issued by the Department of Elementary and Secondary Education (DESE). Below, please list the documents attached (as applicable).

Documents attached:

HMFH Arlington High School

Analysis of Programmatic Needs

<http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/ahsanalysisprogrammaticneeds.pdf>

Green Capital Needs Assessment

and Replacement Reserve Analysis

http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/13473_Arlington_High_School_GCNA_PRELIM.pdf

AHS Community Role

<http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/ahspamphlet.pdf>

NEASC Report

http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/Arlington_High_School_NEASC_Report.pdf

NEASC Letter

http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/Arlington_High_School_NEASC_Letter.pdf

McKibben Enrollment Forecasts

<http://www.arlingtonma.gov/home/showdocument?id=26965>

McKibben Modifications

<http://www.arlingtonma.gov/home/showdocument?id=28355>

<http://www.arlington.k12.ma.us/administration/facilitiesenrollment/pdfs/apspopenrollforecastsdecember2015.pdf>

HMFH Architects Enrollment Map

<http://www.arlingtonma.gov/home/showdocument?id=28357>

<http://www.arlington.k12.ma.us/administration/ahsfacilities/pdfs/enrollmentprojectionsforSOI02-28-14.pdf>

Program of Studies

<https://drive.google.com/a/arlington.k12.ma.us/file/d/0B2S-SXjZ229NM01acFNDWngwU0E/view>

McKibben Update 2016

APS Projected Enrollment

APS Special Education Programs and Services

Continuum of Alternative Service and Placement

Should you have any questions about this questionnaire, please contact Project Coordinator
Mercy Muya at:

Massachusetts School Building Authority

617-720-4466

www.massschoolbuildings.org

ARLINGTON PUBLIC SCHOOLS

SPECIAL EDUCATION PROGRAMS AND SERVICES

Introduction

The Arlington Public Schools provides a comprehensive array of programs and services from pre-school through grades 12 designed to address the needs of identified students who have a disability and require specialized instruction. All students who are serviced with an Individual Education Program (IEP) are assigned a Special Education Liaison. This liaison serves as an advocate, case manager and contact person for staff and parents involved in the support and implementation of the student's IEP. The liaison also collaborates with the general education teachers to ensure accommodations and modifications are implemented as outlined on the student's IEP, as well as possibly provide direct instruction as specified on the IEP.

This document provides an overview of the special education programs, related services and other available resources available to Arlington Public Schools students. 2 2013-2014 School Year

Program Descriptions

Secondary Level, Arlington High School

Learning Center Support

The Learning Center provides students with specialized instruction in areas of need as identified on the student's IEP, as well as instruction in developing compensatory skills so that the student can access the general education curriculum. The Learning Center serves students identified with learning disabilities associated with autism, specific learning disabilities, neurological, communication, developmental, and health related disabilities. Special educators, learning specialists or related service providers, provide repetitive instruction in the core curriculum and test-taking skills in small groups, as needed. Students are typically included for their academic classes and individual learning styles and disabilities are supported through the collaborative efforts of special educators and general educators. Special educators may provide support as co-teachers in mainstream English Language Arts and Mathematics classes. Coordination and communication between special education teachers and regular education teachers helps students to meet academic demands in the inclusion setting. Teaching assistants may also provide academic, social and behavioral support and accommodations in all settings.

Reach Program - AHS

The Reach Program - AHS, provides a structured and therapeutic environment that provides educational, behavioral and social/emotional supports that facilitate improved functioning in all areas. The program serves students identified with learning disabilities associated with autism spectrum disorders and related or similar learning, communication and social/emotional disabilities. The program guides students from dependence to independence while providing a structured, predictable learning environment with clear rules and expectations. Explicit instruction in social skills, social pragmatics, and school-based group and individual counseling is provided as appropriate. Behavioral staff and social workers support a student's success in school. The goal of the program is to ensure that each student is actively engaged with the learning and social environment in ways that are satisfying, focused and productive in order to help them succeed as learners, friends and community members. With support from highly qualified staff, students usually attend grade level classes and return to the resource room for direct instruction, academic support, and involvement in the therapeutic/behavioral components of programming. The program also supports substantial separate instruction for students unable to access learning in the mainstream environment. Program staff work closely with parents, teachers, administrators and community-based service providers. Students experience a highly structured therapeutic setting that allows them to be successful at school and in the community.

Summit Program - AHS

The Summit Program - AHS, provides a structured and therapeutic environment that provides educational, behavioral and social/emotional supports that facilitate improved functioning in all areas. The program serves students with social, emotional, and behavioral needs that impact the student's ability to perform academically or socially in a mainstream setting. Students may present with co-existing disorders or other disabilities that require significant therapeutic supports (autism, specific learning, neurological, communication, developmental, and health related disabilities). The Summit program services can range from a small, self-contained classroom providing direct instruction in the core curriculum to a supported full-inclusion program. Teachers are involved with all staff working with the students across settings to monitor progress and academic performance. Behavioral support staff and social workers create, implement, and monitor individually designed behavior intervention plans, which helps to accurately address the individual behavior and/or social-emotional issues that impede success in mainstreamed settings. Teaching assistants provide student support and assist in the implementation of accommodations and modifications. Program staff work closely with parents, teachers, administrators and community based service providers, and students experience a highly structured therapeutic setting that allows them to be successful at school.

Compass Program - AHS

The Compass Program - AHS, provides a structured learning environment that provides educational, behavioral, and social/emotional supports that facilitate improved functioning in all areas. The program serves students identified with developmental or intellectual impairments with a greater focus on functional academic/educational services across multiple learning domains. This program approaches the curriculum through a focused, experientially based methodology. Specialized instruction across multiple areas of learning is designed to support basic skill and concept acquisition. Students in this program typically require curricular content to be modified through a focus on key concepts, narrowed breadth, and through alternate teaching and assessment methodologies. Students are provided opportunities to learn new material incrementally, with multiple opportunities for practice and through a variety of modalities. New learning is built on and explicitly linked to previously mastered material to ensure meaning for the student. Particular attention is given to transition plans and the development of realistic and meaningful goals and objectives. Behavioral staff and psychological staff are component parts of individualized student programming. Use of Alternative MCAS Assessment may be considered. At all grade levels, consistent, planned and meaningful inclusion programming is provided in close collaboration with grade level general educators on an individually determined basis. Social and emotional development is supported with the goal of helping students gain the skills necessary for the development and maintenance of peer friendships and a positive self-esteem. Program staff work closely with parents, teachers, administrators and community-based service providers, students experience a highly structured learning environment that allows them to be successful at school.

Language Based Learning Program – AHS

The Language Based Learning Program is designed for the student with language-based learning disability with demonstrated average to above average cognitive ability. This program serves students identified with learning disabilities associated with autism, specific learning disabilities, neurological, communication, developmental, and health related disabilities. Students in this program are typically experiencing substantial difficulty in reading skills, written expression, receptive and expressive language difficulties, and organization, which can also begin to impact other content areas as they advance through the grades. Specific interventions, compensatory learning strategies, teaching modifications and accommodations are provided to allow students to successfully access grade level curricula in all areas. Instruction is delivered in multiple modalities and individually tailored to assist students in learning content as efficiently as possible. Planned inclusion opportunities are provided on an individually determined basis with favorable academic and social outcomes in mind. Although students in this program do not demonstrate primary emotional/behavioral needs, social work services are available to support their ability to establish peer friendships and to maintain a positive self-esteem.

Secondary Level, Ottoson Middle School

Learning Center Support

The Learning Center provides students with specialized instruction in areas of need as identified on the student's IEP, as well as instruction in developing compensatory skills so that the student can access the general education curriculum. The Learning Center serves students identified with learning disabilities associated with autism, specific learning disabilities, neurological, communication, developmental, and health related disabilities. Special educators, learning specialists or related service providers provide repetitive instruction in the core curriculum and test-taking skills in small groups, as needed. Students are typically included for their academic classes and individual learning special educators and general educators. Special educators may provide support as co-teachers in mainstream English Language Arts and Mathematics classes. Coordination and communication between special education teachers and regular education teachers helps students to meet academic demands in the inclusion setting. Teaching assistants may also provide academic, social and behavioral support and accommodations in all settings.

Integrated Co-taught Program - OMS

The Integrated Co-taught Program - OMS, provides special education and regular education services in an inclusive setting, in order to support and facilitate each child's cognitive, language, physical, social and emotional development through an integrated approach to learning. The Integrated Co-taught Program serves students identified with learning disabilities associated with autism, specific learning, neurological, communication, developmental, and health related disabilities. A balanced enrollment between children who are typically developing and children who may have some combination of language, motor and/or social delays is maintained. Staff includes a general education teacher, a special education teacher, a speech/language therapist, an occupational therapist and teaching assistants. Students participate in all grade-level programming, across all settings. Students receive direct instruction that is specialized to meet individual needs, yet aligned with state standards and expectations. Instruction may be provided through a combination of 7 2013-2014 School Year

inclusion and small group settings, as determined by a student's individual needs to better increase their understanding of language across the curriculum. Teaching assistants may also

provide academic, social and behavioral support and accommodations in the general education classrooms.

Reach Program - OMS

The Reach Program - OMS, provides a structured and therapeutic environment that provides educational, behavioral and social/emotional supports that facilitate improved functioning in all areas. The program serves students identified with learning disabilities associated with autism spectrum disorders and related or similar learning, communication and social/emotional disabilities. The program guides students from dependence to independence while providing a structured, predictable learning environment with clear rules and expectations. Explicit instruction in social skills, social pragmatics, and school-based group and individual counseling is provided as appropriate. Behavioral staff and social workers support a student's success in school. The goal of the program is to ensure that each student is actively engaged with the learning and social environment in ways that are satisfying, focused and productive in order to help them succeed as learners, friends and community members. With support from highly qualified staff, students usually attend grade level classes and return to the resource room for direct instruction, academic support, and involvement in the therapeutic/behavioral components of programming. The program also supports substantial separate instruction for students unable to access learning in the mainstream environment. Program staff work closely with parents, teachers, administrators and community-based service providers. Students experience a highly structured therapeutic setting that allows them to be successful at school and in the community. 8
2013-2014 School Year

Summit Program - OMS

The Summit Program - OMS, provides a structured and therapeutic environment that provides educational, behavioral and social/emotional supports that facilitate improved functioning in all areas. The program serves students with social, emotional, and behavioral needs that impact the student's ability to perform academically or socially in a mainstream setting. Students may present with co-existing disorders or other disabilities that require significant therapeutic supports (autism, specific learning, neurological, communication, developmental, and health related disabilities). Services can range from a small, self-contained classroom providing direct instruction in the core curriculum to a supported full-inclusion program. Teachers are involved with all staff working with the students across settings to monitor progress and academic performance. Behavioral support staff and social workers create, implement, and monitor individually designed behavior intervention plans, which helps to accurately address the individual behavior and/or social-emotional issues that impede success in mainstreamed settings. Teaching assistants provide student support and assist in the implementation of accommodations and modifications. Program staff work closely with parents, teachers, administrators community

based service providers, students experience a highly structured therapeutic setting that allows them to be successful at school.

Compass Program – OMS

The Compass Program - OMS, provides a structured learning environment that provides educational, behavioral, and social/emotional supports that facilitate improved functioning in all areas. The program serves students identified with developmental or intellectual impairments with a greater focus on functional academic/educational services across multiple learning domains. This program approaches the curriculum through a focused, experientially based methodology. Specialized instruction across multiple areas of learning is designed to support basic skill and concept acquisition. Students in this program typically require curricular content to be modified through a focus on key concepts, narrowed breadth, and through alternate teaching and assessment methodologies. Students are provided opportunities to learn new material incrementally, with multiple opportunities for practice and through a variety of modalities. New learning is built on and explicitly 9 2013-2014 School Year

linked to previously mastered material to ensure meaning for the student. Particular attention is given to transition plans and the development of realistic and meaningful goals and objectives. Behavioral staff and psychological staff are component parts of individualized student programming. Use of Alternative MCAS Assessment may be considered. At all grade levels, consistent, planned and meaningful inclusion programming is provided in close collaboration with grade level general educators on an individually determined basis. Social and emotional development is supported with the goal of helping students gain the skills necessary for the development and maintenance of peer friendships and a positive self-esteem. Program staff work closely with parents, teachers, administrators and community-based service providers, students experience a highly structured learning environment that allows them to be successful at school. 10 2013-2014 School Year

Elementary Level

Learning Center Support

The Learning Center provides students with specialized instruction in areas of need as identified on the student's IEP, as well as instruction in developing compensatory skills so that that the student can access the general education curriculum. The Learning Center serves students identified with learning disabilities associated with autism, specific learning disabilities, neurological, communication, developmental, and health related disabilities. Special Educators learning specialists or related service providers) provide re-instruction in the core curriculum and

test-taking skills in small groups, as needed. Students are typically included for their academic classes and individual learning styles and disabilities are supported through the collaborative efforts of special educators and general educators.

Inclusion Services

Inclusion services are provided by the special education teachers at each of the elementary schools. Special Educators may provide support as co-teachers in mainstream classes. Students are provided with content area in-class support, through a co-teaching model and/or instructional support model, which involves co-planning with special education and regular education. This program is designed to focus on curriculum modifications and accommodations of instructional strategies. Teaching assistants under the guidance of special education teachers may also provide academic, social and behavioral support and accommodations in all settings. Students who participate in this program may receive one or more related services such as, speech/language, occupational/physical therapies and counseling.

Integrated Co-taught Classrooms - Peirce Elementary School

Integrated Co-taught Classrooms - Peirce Elementary School, provide special education and regular education services in an inclusive setting, in order to support and facilitate each child's cognitive, language, physical, social and emotional development through an integrated approach to learning. The Integrated Co-Taught Program serves students identified with learning disabilities associated with autism, specific 11 2013-2014 School Year

learning, neurological, communication, developmental, and health related disabilities. A balanced enrollment between children who are typically developing and children who may have some combination of language, motor and/or social delays is maintained. Staff includes a general education teacher, a special education teacher, a speech/language therapist, an occupational therapist and teaching assistants. Students participate in all grade-level programming, across all settings. Students receive direct instruction that is specialized to meet individual needs, yet aligned with state standards and expectations. Instruction may be provided through a combination of inclusion and small group settings, as determined by a student's individual needs to better increase their understanding of language across the curriculum. Teaching assistants may also provide academic, social and behavioral support and accommodations in the general education classrooms.

Supported Learning Classroom - Stratton Elementary School

Supported Learning Classroom - Stratton Elementary School, provides a structured and therapeutic environment that provides educational, behavioral and social/emotional supports that facilitate improved functioning in all areas. The program serves students identified with learning

disabilities associated with autism spectrum disorders and related or similar learning, communication and social/emotional disabilities. The program guides students from dependence to independence while providing a structured, predictable learning environment with clear rules and expectations. Explicit instruction in social skills, social pragmatics, and school-based group and individual counseling is provided as appropriate. Behavioral staff and social workers support a student's success in school. The goal of the program is to ensure that each student is actively engaged with the learning and social environment in ways that are satisfying, focused and productive in order to help them succeed as learners, friends and community members. With support from highly qualified staff, students usually attend grade level classes and return to the resource room for direct instruction, academic support, and involvement in the therapeutic/behavioral components of programming. The program also supports substantial separate instruction for students unable to access learning in the mainstream environment. Program staff work closely with parents, teachers, administrators and community-based service providers. Students experience a highly structured therapeutic setting that allows them to be successful at school and in the community. 12 2013-2014 School Year

Supported Learning Classroom - Dallin Elementary School

Supported Learning Classroom - Dallin Elementary School, provides a structured and therapeutic environment that provides educational, behavioral and social/emotional supports that facilitate improved functioning in all areas. The program serves students with social, emotional, and behavioral needs that impact the student's ability to perform academically or socially in a mainstream setting. Students may present with co-existing disorders or other disabilities that require significant therapeutic supports (autism, specific learning, neurological, communication, developmental, and health related disabilities). Program services can range from a small, self-contained classroom providing direct instruction in the core curriculum to a supported full-inclusion program. Teachers are involved with all staff working with the students across settings to monitor progress and academic performance. Behavioral support staff and social workers create, implement, and monitor individually designed behavior intervention plans, which helps to accurately address the individual behavior and/or social-emotional issues that impede success in mainstreamed settings. Teaching assistants provide student support and assist in the implementation of accommodations and modifications. Program staff work closely with parents, teachers, administrators and community-based service providers, students experience a highly structured therapeutic setting that allows them to be successful at school.

Supported Learning Classroom - Brackett Elementary School

Supported Learning Classroom - Brackett Elementary School, provides a structured learning environment that provides educational, behavioral, and social/emotional supports that facilitate improved functioning in all areas. The program serves students identified with developmental or

intellectual impairments with a greater focus on functional academic/educational services across multiple learning domains. This program approaches the curriculum through a focused, experientially based methodology. Specialized instruction across multiple areas of learning is designed to support basic skill and concept acquisition. Students in this program typically require curricular content to be modified through a focus on key concepts, narrowed breadth, and through alternate teaching and assessment methodologies. Students are 13 2013-2014 School Year

provided opportunities to learn new material incrementally, with multiple opportunities for practice and through a variety of modalities. New learning is built on and explicitly linked to previously mastered material to ensure meaning for the student. Particular attention is given to transition plans and the development of realistic and meaningful goals and objectives. Behavioral staff and psychological staff are component parts of individualized student programming. Use of an Alternative MCAS Assessment may be considered. At all grade levels, consistent, planned and meaningful inclusion programming is provided in close collaboration with grade level general educators on an individually determined basis. Social and emotional development is supported with the goal of helping students gain the skills necessary for the development and maintenance of peer friendships and a positive self-esteem. Program staff work closely with parents, teachers, administrators and community-based service providers, students experience a highly structured learning environment that allows them to be successful at school. 14 2013-2014 School Year

Early Childhood Level

Integrated Preschool Program - Menotomy Preschool

The Integrated Preschool Program - Menotomy Preschool, provides developmentally appropriate curriculum as part of an integrated program located at Arlington High School. The integrated classrooms include children with special needs and students who are typically developing. Each classroom is taught by a Masters level special education teacher and supported by assistant teachers. Related service providers - social worker, occupational therapist, physical therapist, and speech & language therapists also support the integrated classroom with group therapy and substantially separate services. Children with identified needs may access services only for speech and language therapy, occupational therapy and/or physical therapy based on the student's IEP. Members of the Preschool TEAM provide case management, consultation and/or services for preschool-age children who are identified as having special needs. Menotomy Preschool also works in conjunction with the high school Child Development classes. High school students work with the preschool teachers to support the integrated classrooms.

The Menotomy Preschool Program also operates a Supported Learning Classroom. This provides a structured and therapeutic environment that coordinates educational, behavioral and social/emotional supports that facilitate improved functioning in all areas. The SLC serves students identified with learning disabilities associated with autism spectrum disorders and related or similar learning, communication and social/emotional disabilities. The program guides students from dependence to independence while providing a structured, predictable learning environment with clear rules and expectations. Explicit instruction in social skills, social pragmatics, and school-based group and individual counseling is 15 2013-2014 School Year

provided as appropriate. Behavioral staff and Social Workers support a student's success in school. The goal of the program is to ensure that each student is actively engaged with the learning and social environment in ways that are satisfying, focused and productive in order to help them succeed as learners, friends and community members. With support from highly qualified staff, students usually attend grade level classes and return to the resource room for direct instruction, academic support, and involvement in the therapeutic/behavioral components of programming. The program also supports substantially separate instruction for students unable to access learning in the mainstream environment. Program staff work closely with parents, teachers, administrators and community-based service providers. Students experience a highly structured therapeutic setting that teaches skills that allow students to be successful at school and in the community. 16 2013-2014 School Year

District Level Related Services (Early Childhood, Elementary, Secondary)

Related services in the areas of Social Work (counseling), Speech/Language Therapy, Occupational Therapy and Physical Therapy, Board Certified Behavior Analyst (BCBA), Vision and Hearing Specialist Support and Nursing Services are available within the Arlington Public Schools. These services are provided in accordance with the educational needs of individual students and as outlined in the student's IEP. Related services focus on the student's academic and functional needs so that a student may effectively access educational progress in the least restrictive environment. Additional related services, such as vision services, orientation and mobility, auditory services or other services required by students with low incidence disabilities are also available.

Based on the student's needs, an IEP related service may be delivered in an inclusive setting or within individual/small groups outside of the general education setting. Related service providers support inclusive modeling and consultation to the general education staff, and consult with families. The following related services are in most cases, offered at the pre-school, elementary and secondary levels: 17 2013-2014 School Year

Speech and Language Therapy Services

Speech and Language Therapist focuses on the area of language usage including vocabulary, grammar concepts, written expression, social pragmatic language skills, and the ability to communicate effectively. Speech therapists may also address voice, fluency, stuttering, and articulation issues when these areas cause an adverse impact on learning. Speech and language therapists administer screening tests and diagnostic assessments, participate in team evaluation meetings, write goals and objectives for educational plans, and also provide consultation to parents, teachers, and other educational staff.

Occupational Therapy Services

Occupational Therapists in the school setting work as related service providers to facilitate a student's participation in class and support them in accessing the curriculum. Occupational Therapists may address development of fine & gross motor skills, self-regulation skills, sensory processing needs, and psychosocial skills as they relate to school-based functional abilities. They may work directly with the student, within or outside of the classroom, provide consultative services, and/or provide environmental modifications and recommend classroom accommodations. Additional responsibilities of occupational therapists include but are not limited to: administering screenings and diagnostic assessments, writing assessment reports, participating in team planning, annual review & evaluation meetings, writing goals and objectives for individualized educational plans, writing progress reports and providing consultation to parents, teachers, other educational staff and outside professionals

Physical Therapy Services

Physical Therapist focuses on a student's ability to travel throughout the school environment and participate in classroom activities, as well as managing stairs, restrooms, and the cafeteria. Physical therapy services may be provided within or outside of the classroom environment. Physical therapists administer screening tests and diagnostic assessments, participate in team evaluation meetings, write goals and objectives for educational plans, and also provide consultation to parents, teachers, and other educational staff. 18 2013-2014 School Year

Social Work/Counseling Services

School based Social Workers facilitate with either a one-to-one, small group and/or in class support based on student social emotional needs. The Social Worker provides consultation to the building principals, school psychologist, classroom teachers and instructional assistants and works in collaboration with other service providers with the school buildings. The Social Worker

provides consultation to outside therapists and helps the family explore clinical services outside of school.

Board Certified Behavior Analysis Services

BCBA Specialists design goals and objectives to address the learning needs of students on the Autism Spectrum who require discrete trial programming. BCBA Specialists work closely with the building based learning teams including social worker and general education teachers to gather behavioral data on students and complete Functional Behavior Assessments (FBA), and may develop individual or group Behavior Intervention Plans to gradually diminish negative behaviors and increase positive behaviors. They also support learning and facilitate opportunities for a student's integration into general education classrooms when needed.

Vision and Hearing Specialist Support (Contracted Services)

The District contracts Vision Specialist (Teacher of Visually Impaired/Orientation Mobility specialist), Hearing Specialist (Teacher of Deaf), and Audiologist. These staff provided direct services, consultation to classroom teachers and instructional assistants, and works in collaboration with other services providers within the school buildings.

Nursing Services

Each school has a school nurse with the Nurse Leader providing the program supervision to all schools with support of the special education department regarding individual student medical/health related need and services. 19 2013-2014 School Year

Out of District Placements

Students requiring a more restrictive setting may be placed in out- of- district settings that range from public programs in other districts to collaborative settings to private special education schools. Arlington is a member of the LABBB Collaborative and EDCO Collaborative. Placements are made on an individual basis and determined by the Team in accordance with state and Federal regulations to provide students with a free and appropriate public education in the least restrictive environment. 20 2013-2014 School Year

Brackett Elementary

August 2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	84	84	64	82	97	71	91	86
1	67	90	89	73	83	93	73	93
2	80	70	87	88	68	81	97	72
3	64	73	74	89	92	62	77	96
4	76	64	71	77	88	83	62	75
5	73	72	64	72	69	91	79	61
Total K-5	444	453	449	481	497	481	479	483
Total K-5	444	453	449	481	497	481	479	483
Change		9	-4	32	16	-16	-2	4
% Change		2.0%	-0.9%	7.1%	3.3%	-3.2%	-0.4%	0.8%

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
85	84	82	80	81	79	77	76	75
92	91	90	88	86	84	82	80	79
91	90	89	88	87	85	83	81	79
71	90	89	88	89	88	86	84	82
94	70	88	87	87	88	87	85	83
74	92	69	86	86	86	87	86	84
507	517	507	517	516	510	502	492	482
507	517	507	517	516	510	502	492	482
24	10	-10	10	-1	-6	-8	-10	-10
5.0%	2.0%	-1.9%	2.0%	-0.2%	-1.2%	-1.6%	-2.0%	-2.0%

2027-28	2028-29	2029-30	2030-31	2031-32
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74	73	72	71	72
78	77	76	75	74
78	77	76	75	74
80	79	78	75	74
81	79	78	77	74
82	80	78	76	75

473	465	458	449	443
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473	465	458	449	443
-9	-8	-7	-9	-6
-1.9%	-1.7%	-1.5%	-2.0%	-1.3%

Dallin Elementary

August 2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	86	74	67	82	74	68	92	81
1	74	94	75	68	78	82	71	94
2	70	73	96	77	66	77	79	70
3	63	70	71	94	76	71	79	78
4	67	62	70	76	89	76	76	80
5	64	63	64	70	73	96	76	75
Total K-5	424	436	443	467	456	470	473	478
Total K-5	424	436	443	467	456	470	473	478
Change		12	7	24	-11	14	3	5
% Change		2.8%	1.6%	5.4%	-2.4%	3.1%	0.6%	1.1%

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
78	75	73	72	73	71	69	68	67
87	84	81	79	77	75	73	71	70
92	85	82	79	78	76	74	72	70
69	91	86	83	80	79	77	75	73
79	70	92	87	85	82	81	79	77
79	78	71	93	88	86	83	82	80
484	483	485	493	481	469	457	447	437
484	483	485	493	481	469	457	447	437
6	-1	2	8	-12	-12	-12	-10	-10
1.3%	-0.2%	0.4%	1.6%	-2.4%	-2.5%	-2.6%	-2.2%	-2.2%

2027-28	2028-29	2029-30	2030-31	2031-32
66	65	64	63	64
69	68	67	66	65
69	68	67	66	65
71	70	69	68	67
74	72	71	70	69
78	75	73	72	71
427	418	411	405	401
427	418	411	405	401
-10	-9	-7	-6	-4
-2.3%	-2.1%	-1.7%	-1.5%	-1.0%

Hardy Elementary

August 2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	42	64	67	65	82	85	94	89
1	65	46	62	67	69	81	81	90
2	57	65	47	71	68	67	76	80
3	69	58	59	49	68	61	63	74
4	56	64	55	58	46	71	59	61
5	40	56	60	53	59	48	74	57
Total K-5	329	353	350	363	392	413	447	451
Total K-5	329	353	350	363	392	413	447	451
Change		24	-3	13	29	21	34	4
% Change		7.3%	-0.8%	3.7%	8.0%	5.4%	8.2%	0.9%

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
87	85	81	79	77	75	74	72	71
87	85	83	82	80	79	77	76	74
89	86	84	82	83	81	80	78	77
78	87	84	82	83	84	82	81	79
72	76	84	81	80	81	82	80	79
59	70	74	81	79	78	79	80	78
472	489	490	487	482	478	474	467	458
472	489	490	487	482	478	474	467	458
21	17	1	-3	-5	-4	-4	-7	-9
4.7%	3.6%	0.2%	-0.6%	-1.0%	-0.8%	-0.8%	-1.5%	-1.9%

2027-28	2028-29	2029-30	2030-31	2031-32
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70	69	68	67	66
73	72	71	70	69
75	74	74	73	72
78	76	75	75	74
77	76	75	74	74
77	75	75	74	73

450	442	438	433	428
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450	442	438	433	428
-8	-8	-4	-5	-5
-1.7%	-1.8%	-0.9%	-1.1%	-1.2%

Bishop Elementary

August 2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	68	70	58	65	68	68	67	66
1	55	68	76	64	72	74	72	73
2	72	54	65	76	68	72	67	73
3	64	73	59	71	76	67	71	68
4	60	64	76	59	72	77	70	72
5	44	57	66	77	59	68	76	69
Total K-5	363	386	400	412	415	426	423	421
Total K-5	363	386	400	412	415	426	423	421
Change		23	14	12	3	11	-3	-2
% Change		6.3%	3.6%	3.0%	0.7%	2.7%	-0.7%	-0.5%

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
65	64	64	65	65	65	65	66	65
72	71	70	70	69	69	68	68	67
74	73	72	71	71	70	70	69	69
74	75	74	73	72	72	71	71	70
69	75	76	75	74	73	73	72	72
71	68	74	74	76	75	74	74	73
425	426	430	428	427	424	421	420	416
425	426	430	428	427	424	421	420	416
4	1	4	-2	-1	-3	-3	-1	-4
1.0%	0.2%	0.9%	-0.5%	-0.2%	-0.7%	-0.7%	-0.2%	-1.0%

2027-28	2028-29	2029-30	2030-31	2031-32
64	63	62	61	62
66	65	64	63	62
68	67	66	65	64
70	69	68	67	66
71	71	70	69	68
73	72	72	71	70
412	407	402	396	392
412	407	402	396	392
-4	-5	-5	-6	-4
-1.0%	-1.2%	-1.2%	-1.5%	-1.0%

Stratton Elementary

August 2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	59	52	62	66	67	67	71	67
1	69	53	57	63	68	67	74	73
2	62	65	56	66	69	65	61	73
3	43	56	66	61	68	68	64	60
4	58	49	54	67	66	67	69	65
5	52	59	48	52	70	58	64	68
Total K-5	343	334	343	375	408	392	403	406
Total K-5	343	334	343	375	408	392	403	406
Change		-9	9	32	33	-16	11	3
% Change		-2.6%	2.7%	9.3%	8.8%	-3.9%	2.8%	0.7%

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
66	66	67	65	64	62	61	63	62
73	72	72	71	69	68	66	65	64
72	72	71	71	70	68	67	67	66
72	71	71	70	70	69	67	68	68
61	73	72	72	71	71	70	68	69
64	60	72	71	71	70	70	69	67
408	414	425	420	415	408	401	400	396
408	414	425	420	415	408	401	400	396
2	6	11	-5	-5	-7	-7	-1	-4
0.5%	1.5%	2.7%	-1.2%	-1.2%	-1.7%	-1.7%	-0.2%	-1.0%

2027-28	2028-29	2029-30	2030-31	2031-32
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61	60	59	58	59
63	62	61	60	59
65	64	63	62	61
67	66	65	64	63
69	68	67	66	65
68	68	67	68	67

393	388	382	378	374
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393	388	382	378	374
-3	-5	-6	-4	-4
-0.8%	-1.3%	-1.5%	-1.0%	-1.1%

Peirce Elementary

August 2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	44	50	51	44	47	42	49	46
1	50	46	52	46	44	42	45	50
2	47	45	44	47	44	44	44	44
3	40	53	43	41	47	46	47	43
4	47	39	52	42	43	48	47	56
5	38	50	35	50	42	39	45	44
Total K-5	266	283	277	270	267	261	277	283
Total K-5	266	283	277	270	267	261	277	283
Change		17	-6	-7	-3	-6	16	6
% Change		6.4%	-2.1%	-2.5%	-1.1%	-2.2%	6.1%	2.2%

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
45	44	43	42	42	41	41	40	40
48	47	46	45	44	44	43	43	42
49	47	46	45	44	43	43	43	43
43	48	46	46	45	44	43	43	43
52	52	58	55	48	47	46	45	45
53	49	49	55	53	46	45	44	43
290	287	288	288	276	265	261	258	256
290	287	288	288	276	265	261	258	256
7	-3	1	0	-12	-11	-4	-3	-2
2.5%	-1.0%	0.3%	0.0%	-4.2%	-4.0%	-1.5%	-1.1%	-0.8%

2027-28	2028-29	2029-30	2030-31	2031-32
39	39	38	38	39
42	41	41	40	40
42	42	41	41	40
43	42	42	41	41
45	45	44	44	43
43	43	43	42	42
254	252	249	246	245
254	252	249	246	245
-2	-2	-3	-3	-1
-0.8%	-0.8%	-1.2%	-1.2%	-0.4%

Thompson Elementary

August 2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	65	56	85	67	81	82	94	93
1	61	58	49	91	68	81	74	91
2	45	55	51	49	82	73	84	75
3	52	46	46	53	50	81	72	82
4	63	48	46	49	55	49	83	73
5	49	58	49	49	56	59	49	85
Total K-5	335	321	326	358	392	425	456	499
Total K-5	335	321	326	358	392	425	456	499
Change		-14	5	32	34	33	31	43
% Change		-4.2%	1.6%	9.8%	9.5%	8.4%	7.3%	9.4%

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
92	90	89	87	85	83	82	81	80
89	88	87	86	84	83	81	80	79
92	90	90	89	88	86	85	82	81
74	90	88	88	87	86	84	83	80
83	75	91	89	87	86	85	83	82
74	85	77	93	93	90	89	88	86
504	518	522	532	524	514	506	497	488
504	518	522	532	524	514	506	497	488
5	14	4	10	-8	-10	-8	-9	-9
1.0%	2.8%	0.8%	1.9%	-1.5%	-1.9%	-1.6%	-1.8%	-1.8%

2027-28	2028-29	2029-30	2030-31	2031-32
79	78	77	76	77
78	77	76	75	74
80	79	79	78	77
79	78	77	77	76
79	78	77	76	76
85	82	81	80	79
480	472	467	462	459
480	472	467	462	459
-8	-8	-5	-5	-3
-1.6%	-1.7%	-1.1%	-1.1%	-0.6%

Ottoson Middle School

August 2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
6	344	349	374	352	397	409	433	436
7	347	331	328	385	341	382	403	422
8	360	346	326	317	369	336	375	395
Total: 6-8	1051	1026	1028	1054	1107	1127	1211	1253
Total: 6-8	1051	1026	1028	1054	1107	1127	1211	1253
Change		-25	2	26	53	20	84	126
% Change		-2.4%	0.2%	2.5%	5.0%	1.8%	7.5%	11.2%

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
432	446	473	458	521	514	500	497	493
425	421	434	461	447	508	501	488	485
414	417	413	426	452	439	498	492	479
1271	1284	1320	1345	1420	1461	1499	1477	1457
1271	1284	1320	1345	1420	1461	1499	1477	1457
144	13	36	25	75	41	38	-22	-20
12.8%	1.0%	2.8%	1.9%	5.6%	2.9%	2.6%	-1.5%	-1.4%

2027-28	2028-29	2029-30	2030-31	2031-32
482	477	467	461	455
481	470	466	455	449
476	472	462	457	446
1439	1419	1395	1373	1350
1439	1419	1395	1373	1350
-18	-20	-24	-22	-23
-1.2%	-1.4%	-1.7%	-1.6%	-1.7%

Arlington High School

August 2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
9	297	300	313	280	306	344	333	361
10	318	297	298	313	289	313	359	336
11	286	331	296	303	310	278	311	354
12	295	290	326	289	312	318	300	313
Total: 9-12	1196	1218	1233	1185	1217	1253	1303	1364
Total: 9-12	1196	1218	1233	1185	1217	1253	1303	1364
Change		22	15	-48	32	36	50	111
% Change		1.8%	1.2%	-3.9%	2.7%	3.0%	4.0%	8.9%

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
379	397	399	394	406	429	416	471	464
365	383	401	403	398	410	433	420	476
331	360	377	395	397	392	404	427	414
356	333	362	379	397	399	394	406	429
1431	1473	1539	1571	1598	1630	1647	1724	1783
1431	1473	1539	1571	1598	1630	1647	1724	1783
178	42	66	32	27	32	17	77	59
14.2%	2.9%	4.5%	2.1%	1.7%	2.0%	1.0%	4.7%	3.4%

2027-28	2028-29	2029-30	2030-31	2031-32
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451	447	443	432	427
469	456	451	447	436
469	462	449	444	440
416	471	464	451	446

1805	1836	1807	1774	1749
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1805	1836	1807	1774	1749
22	31	-29	-33	-25
1.2%	1.7%	-1.6%	-1.8%	-1.4%

Arlington Public Schools: Total District Enrollment

August 2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
PK	57	48	54	55	57	56	73	73	73	73	73	73	73	73	73
K	448	450	454	471	516	483	558	528	518	508	499	490	487	476	469
1	441	455	460	472	482	520	490	564	548	538	529	521	509	502	490
2	433	427	446	474	465	479	508	487	559	543	534	525	521	509	502
3	395	429	418	458	477	456	473	501	481	552	538	530	526	522	510
4	427	390	424	428	459	471	466	482	510	491	561	546	532	528	524
5	360	415	386	423	428	459	463	459	474	502	486	553	546	531	527
Total: PK-5	2561	2614	2642	2781	2884	2924	3031	3094	3163	3207	3220	3238	3194	3141	3095
6	344	349	374	352	397	409	433	436	432	446	473	458	521	514	500
7	347	331	328	385	341	382	403	422	425	421	434	461	447	508	501
8	360	346	326	317	369	336	375	395	414	417	413	426	452	439	498
Total: 6-8	1051	1026	1028	1054	1107	1127	1211	1253	1271	1284	1320	1345	1420	1461	1499
9	297	300	313	280	306	344	333	361	379	397	399	394	406	429	416
10	318	297	298	313	289	313	359	336	365	383	401	403	398	410	433
11	286	331	296	303	310	278	311	354	331	360	377	395	397	392	404
12	295	290	326	289	312	318	300	313	356	333	362	379	397	399	394
Total: 9-12	1196	1218	1233	1185	1217	1253	1303	1364	1431	1473	1539	1571	1598	1630	1647
Total: PK-12	4808	4858	4903	5020	5208	5304	5545	5711	5865	5964	6079	6154	6212	6232	6241
Total: PK-12	4808	4858	4903	5020	5208	5304	5545	5711	5865	5964	6079	6154	6212	6232	6241
Change		50	45	117	188	96	241	166	154	99	115	75	133	78	9
%-Change		1.0%	0.9%	2.4%	3.7%	1.8%	4.5%	3.0%	2.7%	1.7%	1.9%	1.2%	2.2%	1.3%	0.1%

Total: PK-5	2561	2614	2642	2781	2884	2924	3031	3094	3163	3207	3220	3238	3194	3141	3095
Change		53	28	139	103	40	107	63	69	44	13	18	-26	-97	-46
%-Change		2.1%	1.1%	5.3%	3.7%	1.4%	3.7%	2.1%	2.2%	1.4%	0.4%	0.6%	-0.8%	-3.0%	-1.5%
Total: 6-8	1051	1026	1028	1054	1107	1127	1211	1253	1271	1284	1320	1345	1420	1461	1499
Change		-25	2	26	53	20	84	42	18	13	36	25	100	116	38
%-Change		-2.4%	0.2%	2.5%	5.0%	1.8%	7.5%	3.5%	1.4%	1.0%	2.8%	1.9%	7.6%	8.6%	2.6%
Total: 9-12	1196	1218	1233	1185	1217	1253	1303	1364	1431	1473	1539	1571	1598	1630	1647
Change		22	15	-48	32	36	50	61	67	42	66	32	59	59	17
%-Change		1.8%	1.2%	-3.9%	2.7%	3.0%	4.0%	4.7%	4.9%	2.9%	4.5%	2.1%	3.8%	3.8%	1.0%

2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
73	73	73	73	73	73	73
466	460	453	447	440	434	439
483	475	469	462	456	449	443
492	485	477	471	466	460	453
505	495	488	480	474	467	461
512	507	496	489	482	476	469
523	511	506	495	489	483	477
3054	3006	2962	2917	2880	2842	2815
497	493	482	477	467	461	455
488	485	481	470	466	455	449
492	479	476	472	462	457	446
1477	1457	1439	1419	1395	1373	1350
471	464	451	447	443	432	427
420	476	469	456	451	447	436
427	414	469	462	449	444	440
406	429	416	471	464	451	446
1724	1783	1805	1836	1807	1774	1749
6255	6246	6206	6172	6082	5989	5914
6255	6246	6206	6172	6082	5989	5914
14	-9	-40	-34	-90	-93	-75
0.2%	-0.1%	-0.6%	-0.5%	-1.5%	-1.5%	-1.3%

3054	3006	2962	2917	2880	2842	2815
-41	-48	-44	-45	-37	-38	-27
-1.3%	-1.6%	-1.5%	-1.5%	-1.3%	-1.3%	-1.0%

1477	1457	1439	1419	1395	1373	1350
-22	-20	-18	-20	-24	-22	-23
-1.5%	-1.4%	-1.2%	-1.4%	-1.7%	-1.6%	-1.7%

1724	1783	1805	1836	1807	1774	1749
77	59	22	31	-29	-33	-25
4.7%	3.4%	1.2%	1.7%	-1.6%	-1.8%	-1.4%

Continuum of Alternative Service and Placements

The Arlington Public Schools offers a continuum of services and placements to eligible students ranging from consultation only to full inclusion to residential placement.

The following is a list of programs/services the school district offers:

- Inclusion settings
- Co-taught classrooms
- Substantially separate classrooms
- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Orientation and Mobility services
- Assistive technology consultation and direct service
- Vision Services
- Behavior/ABA Support
- Nursing Services
- Vocational and Activities of Daily Living training
- Consultation services for students in private preschools and Head Start
- Consultation services by special educators, related service providers, and specialists (all grades and ages)
- Itinerant related services (Speech/Language, Occupational Therapy, TVI/O &M, and Physical Therapy) for students age 3-5 that are not yet in school.
- Integrated Preschool Program
- Supported Learning Center program for students with Autism Spectrum Disorders (ASD) grades PK-12
- Supported Learning Center program for students with low cognition grades K-12
- Supported Learning Center program for students with emotional impairment grades K-12
- Learning Centers grades K-12

If a student cannot have his or her needs met in district, students attend out of district placements. There are no gaps in services or placement options.

Related services:

The following related services are available to eligible students: home-based ABA services; parent training; physical therapy; occupational therapy, counseling; speech/language therapy; adaptive physical education; orientation and mobility; vision services; sign language; transportation; behavior management; social skills development; and consultation with specialists for low incidence populations. Consultation from Board Certified Behavior Analysts (BCBAs) and an Assistive Technology Specialist is also available. Related services are provided through a consultation model, an inclusion model, or a “pull out” model.

The district employs related services personnel to implement the services identified in students' IEPs. When necessary, contracts with external providers are also arranged to ensure that each student receives the identified services.

ARLINGTON PUBLIC SCHOOLS Projected 2016-17 Class Sizes*

HIGH SCHOOL		MIDDLE SCHOOL		METCO	
Freshmen	338	Grade 6	429	High School	26
Sophomores	361	Grade 7	407	Middle School	26
Juniors	312	Grade 8	379	Elementary	22
Seniors	302				
Total	1,313	Total	1,215	Total	74

	SCHOOLS	Bishop	Brackett	Dallin	Hardy	Peirce	Stratton	Thompson	Total
5	Class #1	26	21	20	26	23	22	25	
	Class #2	26	20	19	25	22	21	25	
	Class #3	25	20	19	25		21		
	Class #4		20	19					
	subtotal	77	81	77	76	45	64	50	470
4	Class #1	23	21	25	21	24	23	21	
	Class #2	23	21	25	21	23	23	21	
	Class #3	22	20	25	20		23	20	
	Class #4							20	
	subtotal	68	62	75	62	47	69	82	465
3	Class #1	24	20	27	21	24	22	25	
	Class #2	23	20	26	21	23	22	24	
	Class #3	23	20	26	21		22	24	
	Class #4		19						
	subtotal	70	79	79	63	47	66	73	477
2	Class #1	23	24	20	19	22	20	22	
	Class #2	23	24	20	19	21	20	21	
	Class #3	22	23	20	19		20	21	
	Class #4		23	19	18			21	
	subtotal	68	94	79	75	43	60	85	504
1	Class #1	24	23	24	20	24	25	19	
	Class #2	24	23	23	20	23	25	19	
	Class #3	23	23	23	20		24	18	
	Class #4				20			18	
	subtotal	71	69	70	80	47	74	74	485
K	Class #1	23	23	23	24	25	24	24	
	Class #2	22	23	23	24	24	24	24	
	Class #3	22	23	23	24		23	24	
	Class #4		22	22	24			24	
	subtotal	67	91	91	96	49	71	96	561
SLC	Schoolwide		16	18			24		58
TOTALS		421	476	471	452	278	404	460	2962

**District
Totals**

5,490

*Projections accurate as of August 30, 2016

Assumes all currently enrolled students will attend. METCO and SLC students included in School counts